(b) what are the subjects for the Madras Account Test Lower;

(c) what is the comparative value between these two tests as ordered in D. P. dated 30th September 1911, Ref. on C. No. 68/87, L. L. D. (Education).

Mr. P. V. Subramania Ayyar.—(a) 1. Cochin Service Regulations.

2. Cochin Account Code Vol. I

3. Do Vol. II

4. Account portions of Forest, Tramway and Public Works Codes.

(b) There is now no such examination as Account Test Lower in the Madras Presidency. At the time it existed, it consisted of British Account Code, Vol. I.

(c) Qualifying in the Madras Account Test Lower was considered to be equivalent to qualifying in the Cochin Account Code, Vol. I.

The rank of Cochin in point of literacy, etc., among Indian States and Provinces.

325. Mr. Joseph Pettah.—Will the Government be pleased to say what approximately is the rank held up by Cochin among the Indian States and Provinces of British India in respect of (a) general educational progress, (b) female education, (c) primary education and (d) literacy?

Mr. I. N. Menon.—The Member's attention is drawn to Chapter IX of the Cochin Census Report, 1931, dealing with literacy.

Mr. Joseph Pettah.—I am referred to the Cochin Census Report of 1931, a copy of which is supplied to us. I find that Cochin holds the second place excluding Burmha, in point of general literacy; and in point of female education, it holds the first place. I hope I am correct in that inference?

Mr. I. N. Menon.—That is what Chapter 9 of the Census Report says.

Mr. Joseph Pettah.—In view of that, will the Government be pleased to say how they can state that educational condition in Cochin reveal a sad state of public instruction?

Mr. I. N. Menon.—The Hon'ble Member will just examine the Census Report and find out what is the standard meant by the word literacy. Educationists always place a higher standard than a Superintendent of Census Operations. It is always natural. My idea of education is certainly a higher one than that. (*Hear, hear.*)

Mr. Joseph Pettah.—Is the standard of educational literacy as understood in Cochin, different from the standard in other parts?

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Mr. I. N. Menon.—A person who has been in the fourth class may be literate according to Census. I say the conception of my standard of literacy is higher.

Mr. Joseph Pettah.—That is not my question. My question is whether the standard of literacy as understood in Cochin and other parts of India, though it is for Census operations, are they not uniform?

Mr. I. N. Menon.—They may be.

Mr. Joseph Pettah.—So, does it not follow that, if the educational conditions in the State reveal a sad state of public instruction at least by comparison with other parts of India, there cannot be such a sad state of public instruction in Cochin?

Mr. I. N. Menon.—I was not in that report comparing or commissioned to compare the present condition of Cochin with what is taking place elsewhere. It has always been the privilege of this House to say that we must set an example to others rather than compare with them. (*Hear, hear*).

Mr. Joseph Pettah.—But when in the report it is said that it revealed a sad state of public instruction, is there not a probability of this being taken adversely against Cochin, that she is holding a very poor place in the educational world of India?

Mr. I. N. Menon.—Whether that will be the impression in the minds of other Directors of Public Instruction, I cannot say. But my opinion of the condition of education is supported by other facts. A person who reads the report is not likely to confine himself to that one word alone, but will peruse the report, the appendices, the statements, etc.

Mr. Joseph Pettah.—Well, according to the Director, from a comparative point of view, can he say that the educational state of Cochin reveals a sad state of instruction?

Mr. I. N. Menon.—I have absolutely no record except the administration reports of other States, and therefore it is not possible for me to give a comparative statement.

Schools without the minimum strength but given grants.

326. Mr. T. A. Ramachandra Ayyar.—Will the Government be pleased to place on the table:—

(a) a list of schools with classes containing less than the minimum strength required for the grant while enjoying at the same time the grant from the Government;

(b) how long these respective schools while defective in strength, have been enjoying Sirkar grant;

(c) with the specific reasons for the same; and

(d) also the names of the Managers?

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